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DESCRIPTORS	Childrens Literature; *Classroom Environment; Classroom Techniques; Curriculum Design; Elementary Secondary Education; *Instructional Improvement; *Learning Activities; Parent Participation; Reading Instruction; *Student Centered Curriculum; Student Evaluation; *Whole Language Approach; Writing Instruction
IDENTIFIERS	Curriculum Theories

ABSTRACT

This book provides practical implementation strategies for, and a clear outline of, the theory behind the child-centered classroom, a theory which involves an understanding of the concepts of whole language and active learning. It is hoped that teachers will use the ideas in the book to build their own beliefs and understandings, and to develop their own philosophy regarding the child-centred classroom. The practical classroom strategies that are suggested provide a base from which to begin, a springboard from which to experiment, to modify and to adapt to fit teachers' and students' individual needs and strengths. Although there are many references to planning and implementation in all curriculum areas, the book is not intended to form a comprehensive guide for all subjects; rather, the book recommends activities as a sampling of possibilities that teachers might find helpful. The eight chapter titles include: (1) Whole Language and Active Learning: A Philosophical Model; (2) The Physical Set-Up of the Classroom; (3) Timetabling; (4) Classroom Atmosphere; (5) Whole Language; (6) An Integrated Child-Centred Curriculum; (7) Learning Centres; and (8) Record Keeping, Student Evaluation and Parental Involvement. Blackline masters are provided for student, teacher, and parent use. A list of favorite children's books is appended. (MG)

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